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ABSTRACT

In 1969 the Texas Migrant Council Mobile Head Start began a program of year-round day care/head start services that would follow migrant children from their South Texas winter home to certain northern states during the summer. Services included educational, medical and nutritional help. Prime grantee for the project was initially the Colorado Migrant Council with the United Migrants for Opportunity becoming the successor-in-interest in 1970. The 1969-70 portion of the project faced many problems involved in setting up a new program (locating the migrants in their northern destinations, securing facilities, establishing local credit), but 233 children were served during this primary phase. Later operations became much smoother. During the summer of 1970 seven centers in Michigan, Minnesota, North Dakota, Oregon, Wyoming, Ohio and Wisconsin served 803 children; eleven South Texas centers enrolled 937 children during the winter of 1971. The educational component of the program involved five major areas: English, visual lessons, ideas and concepts, motor, and independent activity lessons. This document describes the operation of the project under both the Colorado Migrant Council and the United Migrants for Opportunity. A section on the Texas Migrant Council discusses its present and future operations, particularly the head start program. (DS)

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"A Federally Funded Private Corporation Serving Migrant Agricultural Families"

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TABLE OF CONTENTS

I. Prologue

II. Pilot Demonstration Project under Colorado Migrant Council

- A. Objectives
- B. Mode of Operation
- C. Evaluation & Conclusion

III. Successor-in-Interest - United Migrants for Opportunity, Inc.

- A. Objectives
- B. Mode of Operation
- C. Evaluation & Conclusion

IV. Texas Migrant Council, Inc. - Present & Future Operations

- A. Organizational Chart
- B. Demographic Characteristics
- C. A.D.A. Charts
- D. Head Start in Action

V. Appendix

- A. Letters of Appreciation from other agencies
- B. Letters of Cooperation with other agencies
- C. Letters from Creditors
- D. Letters of Available Resources

PROLOGUE

The Texas Migrant Council Mobile Head Start began in June 1, 1969 as an experimental mobile day care/head start project. Its prime grantee was the Colorado Migrant Council. The source of the funds were allocations from a newly developed agency called the Indian-Migrant Projects Division under the Dept. of HEW-OCD. Their idea was to initiate renovative methods in servicing the migrant child.

The primary objective of the Texas Migrant Council is to prove the logistics in serving a selected migrant population with continuous services year round. These services include day care and head start developmental services such as educational, medical and nutritional help while on the migrant trek as well as while in their homebase state, Texas.

This mobile project began as an agency with a continuous cycle divided into two phases--the summer and winter phase. It operated centers out of Texas in the Winter months and in the Northern user states in the summer months. Each center consisted of a teaching staff (Teacher Aides, Teacher Trainees, Head Teachers, Teacher Director preferably with a degree in elementary or Early Childhood to serve as a trainer of his staff, Center Director preferably a man capable of administering the center's overall functions, a cook, and a Driver Custodian who is given an eleven passenger van and is in charge of transporting the children and the upkeep of the center. Most of the staff are girls or ladies of migrant background. Consultants, experts in different fields--be they nutritional, medical, educational, psychological, etc-- are contracted to visit the centers periodically to train staff and make evaluations. Teachers, Teacher Aides, Trainees are trained in early childhood development in college where they receive credit hours and at the same time practicum.

Each center is equipped in order to serve their required no. of children and in order to give them continuity of services we have to be selective in our recruitment, restricting ourselves to children from the Rio Grande Valley and Winter Garden areas in Texas. The majority of the centers have been established in church facilities although we have used legion halls and large houses. We have used public schools facilities when we know that the migrant's stay in the area will not overlap with the regular school year. In the stream the centers open at the hour the migrants to to work and stay open until the migrants get through in the fields.

First Phase -- Summer of 1969

The first phase of the mobile project in June of'69 began with the funding of three centers in the Northern states and ten centers upon the migrants' return to Texas. The ten centers were set up in the target population of the Winter Garden area and the lower Rio Grande Valley where the majority of the migrant families were from.

The success or failure of the project depended on the percentage of migrant children served up North and the percentage of the children picked up back in Texas. Needless to say, the first year's percentile was very low due to problems encountered that we had not anticipated.

Some of the major problems encountered in this summer phase were as follows:

1) We were funded late.

2) It was the first time for all of us on the road and our budget had been projected very low.

3) The migrants were already up North and we had the task of hitting the road and looking for them.

4) After we had located the migrants from the target population back in Texas we ran into the trouble of finding adequate facilities. For example: Wautoma, Wisconsin. Wautoma was the center of a large concentration of migrants from all the towns where we had planned to establish centers in Texas. The lack of facilities to set up our Head Start centers here prompted our move north to Hancock, Wisconsin located twenty miles away.

5) We knew very little about the duration of the crop in the area so we found ourselves setting up shop and a few weeks later having to pack up and move again. This moving around proved to be very costly. We had to redesign the program account to alleviate this.

6) We were a new outfit and it was hard to obtain credit from local merchants so we had to decentralize the budget which resulted in financial trouble. In addition, we were very badly equipped since most of the manufacturers of head start classroom equipment could not deliver right away. We had to borrow everything from tables, chairs, and teaching equipment in order to operate.

7) We also found that it was impossible to stay with a group of children since the migrants scattered from one place to another so we tried to remain stable with as large a percent as possible.

8) Our field supervisors were ordered to serve only those children from the target area back in Texas and found it very hard to go into a camp and discriminate among the migrants. It was hard for a migrant family to understand the objectives of the project. All they saw was that the child in the next shack was being served and not his. Sometimes the Field Supervisor had the tendency to resist saying no and this added to the problem when he selected children from areas where no centers were forecasted in Texas. Thus, this contributed to a low percent of continuity.

Second Phase-- Winter 1969-1970

The winter phase began with the return of the migrants from the fields (summer phase '69) to the Texas Homebase. Again the cycle of the moving of our crew with equipment and the setting up of centers in Texas was recreated. The ten centers mentioned above began to roll.

Shortly after this, our prime grantee, Colorado Migrant Council got into some kind of financial trouble and their funds were frozen for six months. The Texas Migrant Mobile had already received from CMC the money for the last quarter before this freeze so it kept in operation. When time came for refunding we had to find another sponsor in order to survive. In 1970 we changed from CMC to United Migrants for Opportunity, Inc. (UMOI) out of Michigan state.

From past experiences and hardships we learned that we had to change the program account considerably. First we had to trace the mobility of the children's parents to the northern states, the length of time they remained there, and their approximate date of return. After this information we placed the centers strategically so when the child went from one place to another he would be enrolled in another of our centers without having to move the center per say. Hence, the concept changed from mobile to network model.

Second Summer Cycle--1970 under UMOI

By the time the second summer came around this network model commenced its operation in the following centers: Nyssa, Oregon; Powell, Wyoming; Minto, North Dakota; Halstad, Minnestoa; and Whitewater, Wisconsin. Later we found we had to move two centers, but it was less hectic. After seven weeks the Wyoming Center moved to Ohio for the duration of the summer. After six months, the Minnesota center moved to Grard Forks, N.D. This was mostly due to the inadequacy of the facility in Minnesota.

Second Winter Cycle--70-71 and Summer Phase '71

Again our crew came back to Texas and opened ten centers of which one was closed two months before the end of the funding year due to financial trouble under the new grantee (UMOI).

In Summer Phase '71 a six months extension was given to us to have time to find a Texas based grantee. We decided to form our own grantee being that Texas had never had a migrant council. As of November 1, 1971 the network head start program came under the new grantee, Texas Migrant Council.

Conclusively-- The Present 1971-72

Presently, we are operating ten centers in Texas located from Eagle Pass to Brownsville. This summer we have been funded for twelve centers. We should be "hitting the road" around the first week of May.

Recently, the council has been delegated a Home Start Proposal which is geared to the parent of the migrant child and which proves that the parent is the best teacher of the child.

Even more recently, the TMC submitted a proposal for a Child Advocacy Program which calls for 14 Parent Advocates or Public Relations men who go into the stream to try to identify problems of the migrant family. It has been funded and should start in August.

Come September we will have access to the services of pre-med students in our network Head Start centers funded by Title XIX.

PILOT DEMONSTRATION PROJECT
UNDER COLORADO MIGRANT COUNCIL

The present mobile migrant head start project is the result of the vision foreseen by the Colorado Migrant Council in June of 1969 giving special emphasis to proposing the how and why of best serving migrant pre-school children through a head start design. The main objective was to prove the logistics behind staying with the migrant families while in the stream with a program such as head start.

It was evident the migrant child hampered as he was by a very low standard of living, poor home and community environment, language problems, cultural conflicts, and low educational expectations from his parents, motivated the Council to begin the materialization of the Summer Phase I and Winter Phase II.

The following statistics represent the total evaluation and conclusion of the Colorado Migrant Council:

Actual enrollment per center in Phase I

Delavan, Wisconsin: Mobile Unit I 7/14/69 to 10/29/69

Daily average attendance 26

No. of days in operation 80

No. of hours per day 9 Total hours 720

Enrollment 35

The center staff went straight from Texas to Delavan and established itself in July 14, 1969 and had no need to move since 90% of the children enrolled stayed in this place for the duration which was up to October 26, 1969 when the families came home. This center operation was the most stable and effective of all in Phase I.

Hancock, Wisconsin: Mobile Unit 2A 8/4/69 to 9/6/69

Daily average attendance 27

No. of days in operation 35

No. of hours per day 10 Total hours 350

Enrollment 47

This center established itself on Aug. 4, 1969 and operated until Sept. 6, 1969 when the majority of the original families had moved out of the area. The largest percent of these moved to the Grafton, N.D. area so we moved the center to Grafton.

Grafton, N.D.: Mobile Unit 2B 9/8/69 to 11/14/69

Daily average attendance 45

No. of days in operation 20

No. of hours per day 15 Total hours 300

Enrollment 54

This center was very efficient in moving from Hancock, Wis. to Grafton, N.D. They operated in Hancock until Sept. 6, 1969 and they were in operation in Grafton the following Monday, Sept. 8, 1969. We picked up eleven children that we served in Hancock, but there were twenty-two other children on the waiting list which we picked up in Grafton that were originally in the Hancock area. Unfortunately, there had been no room for them since a clear pattern had not been identified to permit more effective enrollment and, therefore, easier follow-up. This experience did confirm a clear pattern for the mobile centers next summer. During Phase II we should follow the children from Texas to Grafton early in May, then to Hancock and then return to Grafton once more. There will be enough children in this group to utilize two center operations effectively on the basis of forty children each.

Cedar Lake: Mobile Unit 3A 7/14/69 to 8/22/69

Daily average attendance 21

No. of days in operation 30

No. of hours per day 9 Total hours 270

Enrollment 28

This center was established in July 14, 1969 and operated until August 22, 1969 before moving to Edmore, Michigan.

Edmore, Michigan: Mobile Unit 3B 8/25/69 to 9/5/69

Daily average attendance 21

No. of days in operation 10

No. of hours per day 9 Total hours 90

Enrollment 22

We picked up twenty of the children that we had in Cedar Lake. This center started operation on August 25, 1969 and remained there until Sept. 5, 1969 before moving to Muncie, Indiana.

Muncie, Indiana: Mobile Unit 3C 9/9/69 to 10/4/69

Daily average attendance 24

No. of days in operation 19

No. of hours per day 10 Total hours 190

Enrollment 32

This center moved from Edmore and started operations in Muncie Sept. 9, 1969. The center was open until Oct. 4, 1969. After the center had been established the group that we were following ran into a problem. The farmer for which they were to work had already committed living quarters to another crew and our group had to move some 30 miles away from Muncie.

Shalersville, Ohio: Mobile Unit 3D 10/6/69 to 10/18/69

Daily average attendance 14

No. of days in operation 6

No. of hours per day 9 Total hours 54

Enrollment 22

In Shalersville we picked up children from Muncie and some that were in Cedar Lake and Edmore, but didn't go to Muncie. This center only operated from Oct. 10, 1969 to Oct. 18, 1969 due to the introduction of the potatio picking machine that had not been used before.

In the stream we served a total of 235 children. The chart below is composed from the enrollment records of all the centers. Our centers in Phase I had an average enrollment of 34 children, an average attendance of 25 days, and were open for an average of 29 days and for an average of 10 hours per day. Seven successful initiations of operation were executed including moving in the stream three times with Mobile Unit #3. Very significantly the moves were quickly executed and operations resumed promptly. In terms of the moves made and the dates on which operations began and closed, both Unit #2 which moved once and Unit #3 which moves three times, the composite total of hours in operation reflects very favorably on the ability of the project to move and set up operation while in the stream.

Our project served two hundred twenty-four (224) children during Phase I. One of the principal goals we had was to enroll these same children in Texas. Since very little planning was done before the migrant left Texas, primarily due to late funding, our recruitment of children in the stream had to be based on need. Our program design has to be altered so that children of families belonging to large crews can be followed not only in the stream, but also to their particular home base. To be more specific, recruitment must become more selective in order

that the percentage of children we have opportunity to follow in the stream is based on a previously identified and anticipated pattern or itinerary. Since our recruitment was not selective due to insufficient information, it is very significant that we managed to successfully enroll 41 or 13.8% of the 224 children from Phase I. It should be understood that in reality we had the opportunity to have picked up 92 Phase I children whose home base was chosen as a center site. This means that 44.6% were successfully followed-up in their home base.

	Daily Ave. Attend.	#days Open	#Hours open per day	Total Hours Open	Total Enroll-ment	Composite Total Hrs. per/unit center
Delavan, Wisconsin	26	80	9	720	35	720
Hancock, Wisconsin	27	35	10	350	47	
Grafton, N.D.	45	21	15	300	54	650
Cedar Lake,Mich.	21	30	9	270	28	
Edmore, Michigan	21	10	9	90	22	
Muncie, Indiana	24	19	1 0	190	32	
Shalersville, Ohio	14	6	9	54	22	604
Totals	178	200	71	1974	240	
Averages	25	29	10	282		

Children picked up at Home base:

Hometown	Enrollment
Laredo	18 out of 49
Mission	9 out of 10
Brownsville	7 out of 8
San Benito	4 out of 6
Edinburg	2 out of 3
Asherton	0 out of 11
Crystal City	1 out of 5
ALL CENTERS	41 out of 92

Some of the children not enrolled belonged to families which gave us Texas addresses, but were actually greencarders who live across the river in Mexico. Most other s simply cannot be found because they moved or are attempting relocation somewhere up North. The families from Asherton for example, are no longer living there. According to unverified reports they relocated somewhere in Oregon. We have, therefore, enrolled other migrant children who live in the areas we are presently serving.

UNITED MIGRANTS FOR OPPORTUNITY - SUCCESSOR-IN-INTEREST

In July 1970 the Colorado Migrant Council Mobile Head Start Project went through a change in sponsorship making UMOI the prime grantee. In accordance with CMC Objectives, UMOI set out to improve the original program.

U.M.O.I. proposed to achieve the following:

1) increase the degree of continuity in the care and education of as many children enrolled as possible
2) provide year round employment for as many staff as possible
3) provide sufficient inservice curriculum consultation to upgrade the quality of the educational component
4) provide college level training in Early 'ChildHood Development for 20 - 24 aides, trainees, or teachers to prepare them for our own programs and for later employment in other day care programs
5) to serve a larger no. of children in 70-71 than the two separate programs were able to reach in 69-70.

As a result of UMOI becoming the successor-in-interest, seven centers were established during Summer 1970 Phase, eleven centers during Winter Phase '71 and again eleven centers during the Summer Phase '71.

U.M.O.I. HEAD START - Summer '70 Phase — Jan. 1971

Enrollment Data

Center	Opened	Closed	Total Days Opened	Total Enrolled	ADA	Hours Operated	Total Child Days Care
Watervliet, Michigan	6/15/70	8/21/70	45	268	78	7:30am - 4:30pm	3199
Halstad, Minnesota moved to	6/ 8/70	7/24/70	35	30	23	7:00am - 4:00pm	870
Moorhead, Minnestoa moved to	7/27/70	8/25/70	22	29	22	7:00am - 4:00pm	435
Grand Forks, N.D.	9/ 8/70	10/16/70	29	45	27	7:00am - 4:30pm	938
Minto, N.D.	6/ 1/70	10/ 2/70	88	104	37	7:00am - 4:00pm	2730
Nyssa, Oregon	6/ 1/70	10/16/70	100	106	49	7:00am - 4:00pm	4077
Powell, Wyoming moved to	6/ 1/70	7/ 3/70	25	95	57	7:00am - 4:00pm	1368
Holgate, Ohio	7/27/70	9/30/70	46	70	39	7:00am - 4:00pm	1652
Whitewater, Wis.	6/ 1/70	10/16/70	92	56	29	7:30am - 5:00pm	2577
Totals			482	803	361		17846

Winter Phase '71

Asherton, Texas	10/26/70	5/14/71	137	67	36	7:30am - 3:30pm	1579
Carrizo Springs, Tex.	11/30/70	5/14/71	115	49	37	7:30am - 3:30pm	4200
Cotulla, Texas	12/ 7/71	5/14/71	111	54	35	7:30am - 3:30pm	3855
Crystal City, Tex.	11/16/70	5/14/71	122	75	48	7:30am - 3:30pm	5758
Eagle Pass, Texas	11/30/70	5/14/71	115	77	43	8:00am - 5:00pm	4881
Brownsville, Tex.	11/ 3/70	5/14/71	133	108	64	7:30am - 3:30pm	8474
Edcouch, Texas	11/ 2/70	5/14/71	131	75	50	7:30am - 3:30pm	6435
Mission, Texas	11/23/70	5/14/71	118	69	42	7:30am - 3:30pm	4938
Pharr, Texas	11/ 4/70	3/12/71	85	62	41	7:30am - 3:30pm	3642
Weslaco, Texas	11/ 2/70	5/14/71	131	251	120	7:30am - 3:30pm	15754
Laredo, Texas	12/ 7/70	5/14/71	109	50	34	7:30am - 3:30pm	3717
Totals			1307	937	550		66563

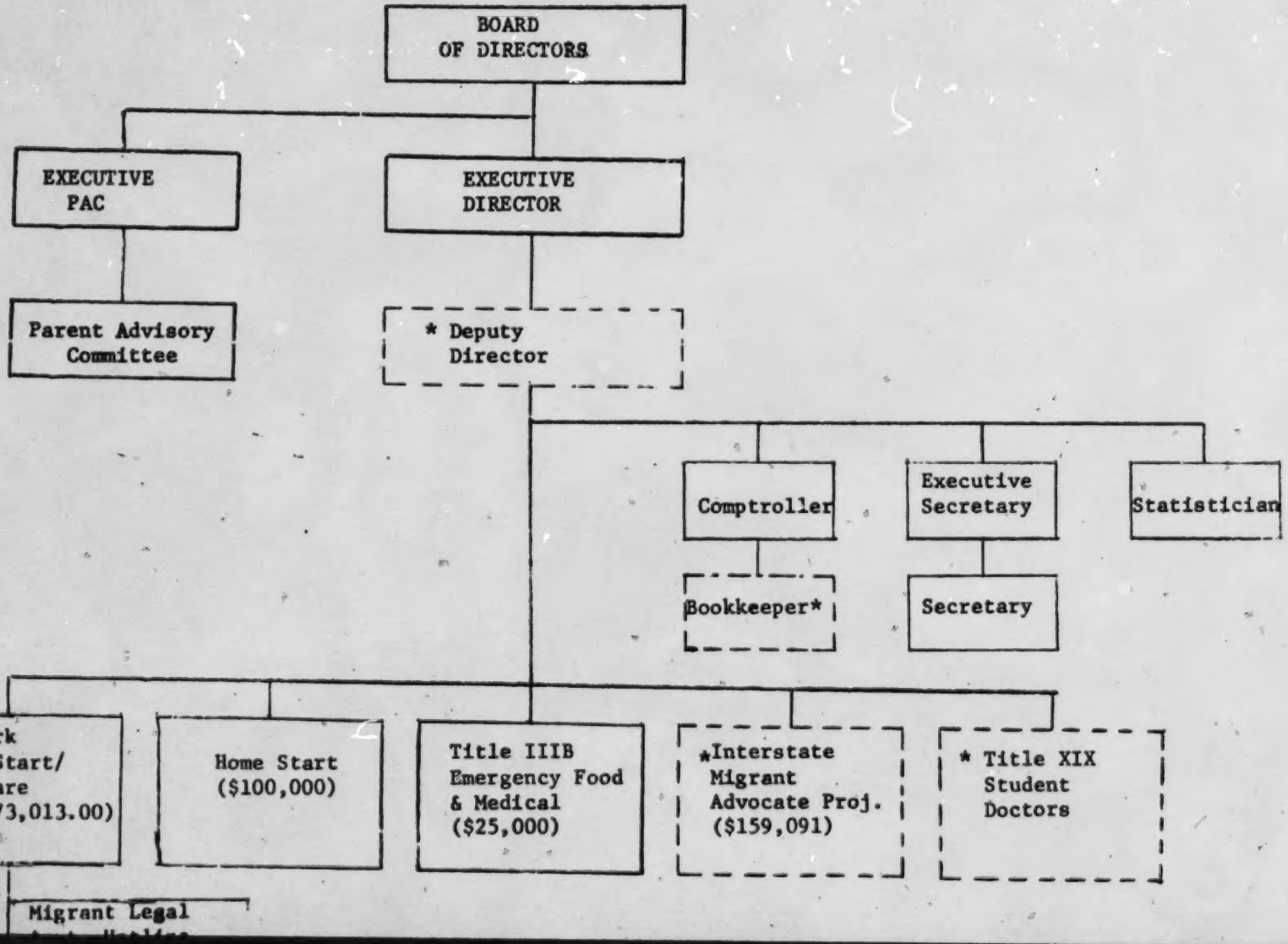
ENROLLMENT DATA

Center	Date Opened	Date Closed	Total Enrollment	Total Operating Days	Total Child Days Care	Average Daily Attendance
Dowagiac, Mich.	6-14-71	9-15-71	308	65	4426	72
Hart, Mich.	6-6-71	8-12-71	87	28	1187	42
Montague, Mich.	6-6-71	8-13-71	49	29	730	24
Niles, Mich.	6-14-71	8-13-71	152	44	2515	58
Watervliet, Mich.	6-14-71	8-18-71	242	48	4241	88
MICHIGAN TOTALS			838	214	13,099	284
Hoopeston, Ill.	6-14-71	9-17-71	89	69	3983	58
Union Grove, Wis.	6-22-71	9-10-71	55	57	2127	41
Grand Forks, N.D.	6-14-71	9-24-71	79	76	3087	41
Minto, N.D.	6-7-71	9-24-71	131	79	4563	51
Burley, Idaho	6-3-71	9-24-71	201	82	4673	54
Nyssa, Ore.	6-10-71	9-24-71	158	76	5371	74
Leipsic, Ohio	6-14-71	9-28-71	169	75	4477	61
Columbus Grove, Ohio	8-24-71	9-28-71	99	26	1415	60
OUT-STATE TOTALS			981	539	29,696	440
GRAND TOTALS			1,819	753	42,795	726

TEXAS MIGRANT COUNCIL, INC.

ORGANIZATIONAL CHART
OF
ON-GOING AND PROJECTED PROGRAMS

*Projected Positions
& Programs



HEADSTART

IN

ACTION

EDUCATIONAL COMPONENT

The Southwest Laboratory in Austin has provided us with a curriculum that is being implemented to the three year children (level I) and four and five year old children (Level II). Even though it is a very good curriculum, changes have been made to meet the migrant culture.

The curriculum consists of fifteen units. Each unit consists of varified lessons in which a child must meet an objective to have the lessons accomplished. Within the lessons, five major areas are introduced. They are English, Visual Lesson, Ideas & Concepts, Motor and Independent Activity Lessons, of which youwill read the purpose of each lesson in the following pages.

Transitions play an important role in the curriculum. Example: After the teacher has finished with her first English lesson, she (the teacher) tells thechild to go to a certain area before her next lesson. The teacher goes for a second group to teach her second English lesson, in which on the contrary, the Asst. Teacher either teaches either her Visual or Motor lesson.

The child is permitted 15 minutes in any of the independent activities, while lessons are in process.

After all the lessons have been taught to the children in the classroom, the children either have the opportunity to go outside to play or carry out any other plans made by the teachers; whether it is just new games or field trips.

The children learn to be clean and how to prevent from getting dirty.

The daily schedule is planned one day before so if there are any changes one can just void any lesson not given.

In the afternoon, after lunch, it is time for a nap. Every child takes a nap for an hour or so. After nap if there is a lesson to perform, it is taught while other classrooms carry out any other activity planned for that day. Afterward it is time for a snack before the children are dismissed. After snack, the bus loads up with children (if there is a bus rented) and the TMC Van with other children.

Besides the childmen being educated and cared for, the children are served breakfast, lunch, and snack. Each week the menus are changed to give the children a well balanced meal each day.

Some of the teachers go on bus or van routes. The ones that stay behind prepare or order any material needed for the next days' lesson. This way the lessons will be carried on accurately and smoothly and at their prospective time.

After a day's work, everyone goes home!

DAILY SCHEDULE

HEAD START CLASS

I. Arrival of Children

II. Breakfast

III. Daily Lessons, Transitions

IV. Independent Period

V. Lunch

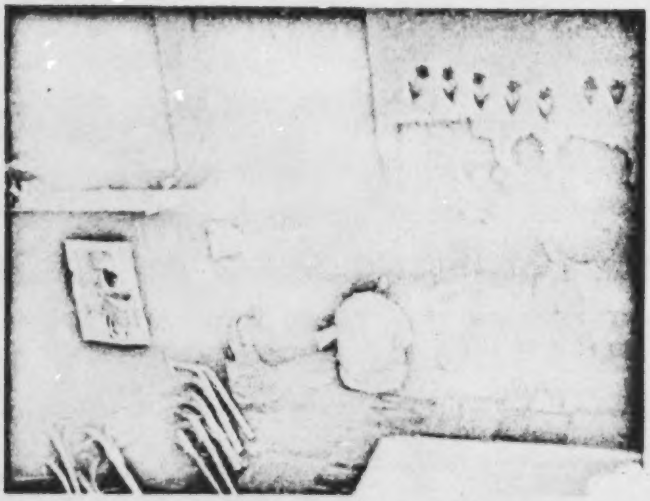
VI. Nap

VII. Brief Daily Lesson

VIII. Independent Period

IX. Snack

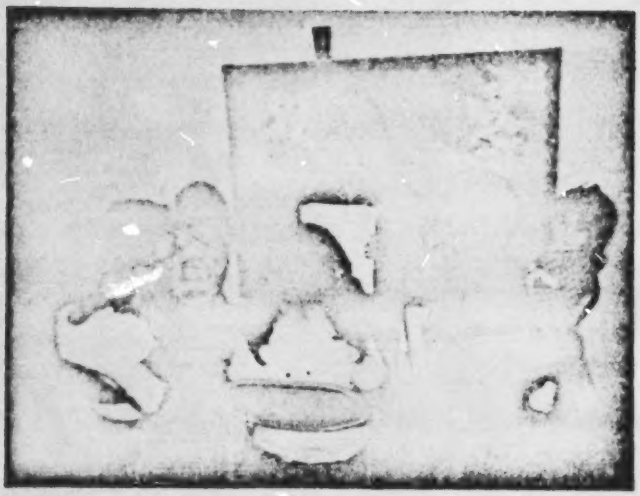
X. Departure of Children



The greeting lesson is the first lesson of the day

The visual lesson consists of one or a group of children seated facing the teacher. The objective of this lesson is for the child to be able to recognize the shape as well as to name the objects.

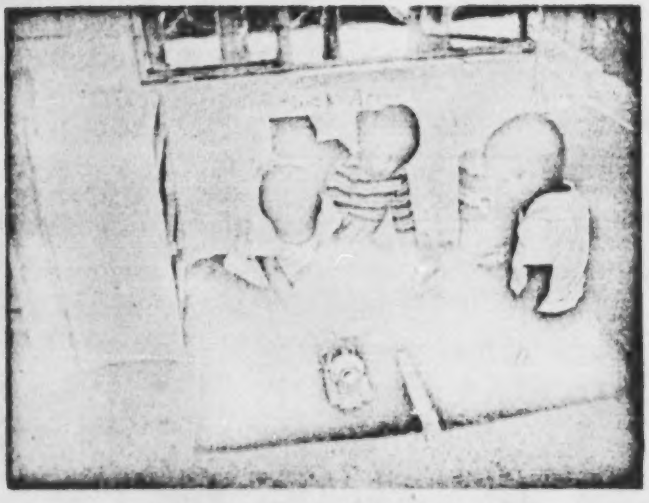
The objective of the English lesson is to have the child increase his understanding of the English language.



Ideas and concepts lesson is taught for the benefit of the child to learn of different concepts in both languages in the different units. (In this unit, musical instruments was the objective.)

The motor lesson is to have the child increase his motor coordination whether using small or large muscles or sometimes both.
Right: A motor lesson is in process, the objective of the lesson was to walk on the board to balance himself and at the same time to keep his eye on the circle on the wall.

IV. Independent Period



Block area - this transition falls under independent work. This helps the child to increase his ability to work and share with other children.

Housekeeping

Recess - Outdoors

EDUCATIONAL COMPONENT..... STAFF DEVELOPMENT.....

One of the primary objectives of the educational program in Head Start is to provide the migrant child with a well balance program cognitively and socially- To develop the child to its fullest potential and prepare him for his endeavors in public school- Also, to make him culturally aware of his Chicano background and heritage through cultural activities which are provided by the Southwest Educational Lab in their Early Childhood Program.

In the past the program had tested various curriculi which proved to be ineffective and inadequate as far as migrant children were concerned due to its mid class orientation and written in a level which was too high in comprehension for para professionals. At present the program has and is implementing a curriculum developed by the Southwest Educational Development Lab which is geared to the pre-schoolers and the migrant children. The goal of this curriculum is to develop cognitive and perceptual skill through a series of lessons which are divided into units. Lessons are both in English and Spanish and are presented in small or large groups. Such developmental skills or areas include auditory, visual, language, ideas and concepts, and motors. Cultural activities are also part of the daily program. Such activities include songs, games, stories, traditional celebration of holidays, folk heroes, and foods.

Extensive training has been given to the staff in all areas of child development and continues on a year round basis. Employees on their return to the home base area are allowed to enroll in school and attend night classes. In the past staff attended Our Lady of the Lake College in San Antonio for two semesters. Here their training consisted of a combination of: a) academic study (nine hours) in early childhood education at Our Lady of the Lake College b) observation and practice teaching in classes at the Good Samaritan Center and/or the Edgewood Independent School District c) individual and group Counseling- personal and academic.

Staff also attended the University of Pan American for one semester in Edinburg and Crystal City. Here they acquired 6 hours credit in childhood development and 6 hours credit in practicum. Along with the college course the Lab provided in-service training with trainers visitations to the centers on a weekly basis.

Furthermore, center staff was given workshops in health and nutrition plus training on infant care education through National Office of Child Development consultants. Many centers while in the stream take advantage of resources available in the area; for example: psychology dept. at the universities, county extension services, nutritional children's programs, e.g. Sesame Street, Chicago.

SOUTHWEST EDUCATIONAL DEVELOPMENT LAB TRAINING

In late summer of '71, the Office of Child Development made a contract with the Southwest Educational Development Laboratory in Austin, Texas. The purpose of the contract was to provide resources, educational materials (pre-school curriculum), staff development materials and evaluation to 15 Child Development Centers, ten of which belonged to Texas Migrant Council.

The S.E.D.L.'s program is in three phases:

...Curriculum - This includes lessons in three levels for children of three, four and five years of age. Stencils, auditory tapes and pictures are provided in each unit kit. The lesson manuals are provided in both English and in Spanish.

...Staff Development - This is a very important aspect of the program because without the proper guidance, teachers could break a program no matter how well the curriculum is written. There are currently three staff development specialists working with these O.C.D. centers, two of which are working with TMC. These trainers are responsible for conducting pre-service workshops as well as in-service workshops. This also, includes daily classroom observations of the various centers. Some of the subjects covered at a workshop are setting up the classroom, teacher's expectations, modeling, classroom management, parental involvement, unit planning, daily planning, and role playing of the lessons.

...Evaluation - This aspect includes the evaluation of the curriculum and program as well as the measuring of the progress of the children. This is achieved through various achievement reference tests, unit tests, and mastery tests. Some of these tests are used as pre and post tests.

NUTRITIONAL COMPONENT

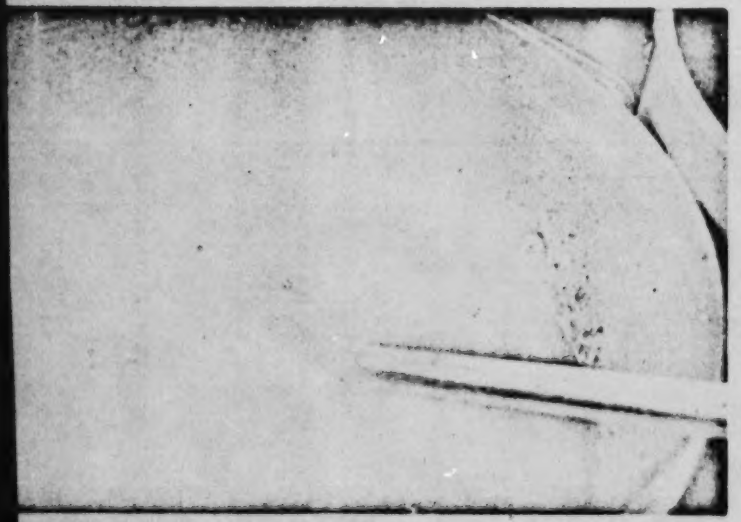
A. Brief....

One of the most important contributions Project Head Start can make to the children enrolled in Child Development Centers is sound nutritional practices observed in the planning of food service. In addition to sound nutrition, the experience of eating at the child development center may itself represent an important element in the child's encounter with the larger world outside his home.

This is the concept which the Texas Migrant Council administration strongly keeps in mind as far as the nutritional component is concerned.

B. Sample Menu used in TMC centers.... Menus are made every week in each TMC Head Start Center to include a well balanced meal for the children.

C. Meals Served in several head start centers.....



1) beef stew

2) carrots ready for stew

LUNCH TIME

BROWNSVILLE CENTER

3) beef, sting beans, white rice, cole slaw

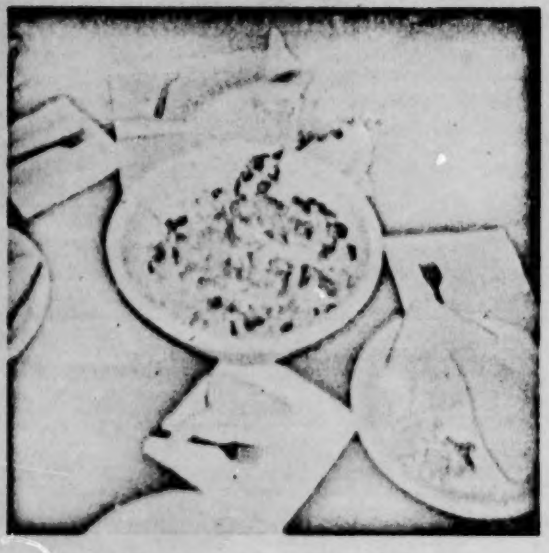
4) punch

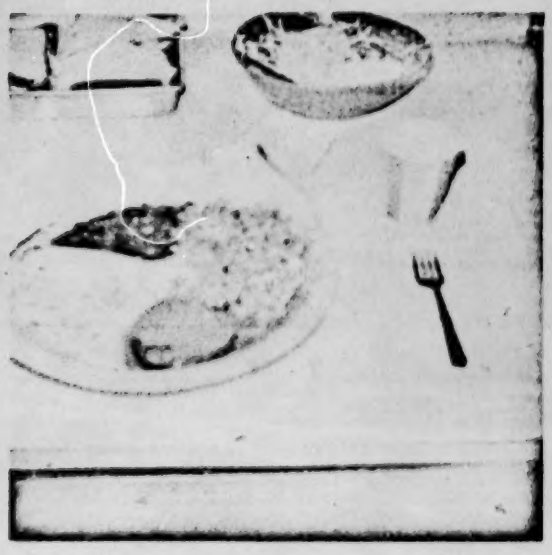
LAREDO TMC CENTER CHILDREN
EATING LUNCH

LUNCH;

Beans, ground meat and potatoes
lettuce & tomato salad,
corn tortillas, and milk

A Prayer before eating....





LUNCH AT MISSION TMC CENTER:

1) Meatloaf
2) Lettuce & tomato salad
3) Corn, added to sliced meat loaf
4) Finished product - w/ milk including pinto beans

BREAKFAST AT MISSION CENTER
ON TWO OCCASIONS:

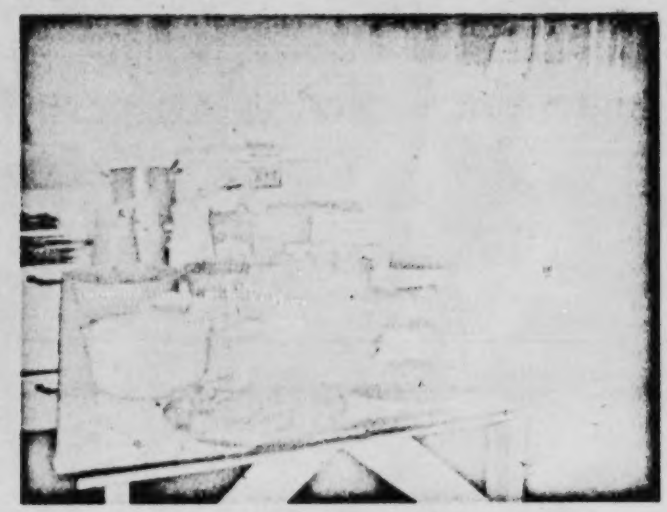
1) pancakes served with milk

2) post toasties with milk and bananas

BREAKFAST AT WESLACO CENTER:

1) ATOLE CON LECHE

LUNCH AT EAGLE PASS TMC CENTER:



Included: Fried chicken, beans, potato salad, tomato, green peas, milk.

Snack: Peaches.

HEALTH COMPONENT

A. Brief....

Medical and dental services play a major role in the comprehensive health services of the head start project. TMC Head Start has long stressed the importance of this component and has been diligently involved in upgrading these services.

B. Sample Form...

Attached is form presently used by TMC for the child's record of health examination, immunizations, dental, etc.

C. Pictures of TMC Head Start children taking physical examinations in various centers.

D. Pre-med services for the near future....
Brief.

TEXAS MIGRANT COUNCIL MOBILE HEAD START
HEALTH & EXAMINATION RECORD

Date:_____ Center:_____

NAME:_____ Date of Birth:_____ Age;_____

PRESENT ADDRESS:_____ _____ ( )_____
Street Number City & State A.C. Phone No.

HOME ADDRESS:_____ _____ ( )_____
Street Number City & State A.C. Phone No.

PARENTS:_____ S.S.# of Head of Household:_____

A. GROWTH

Date:_____ Age:_____ WEIGHT:_____ HEIGHT:_____

B. PHYSICAL EXAM.

Blood: High_____ Hct_____ Urinalysis-Sugar_____

PROGNOSIS:	No. Problem	Serious	No Treatment Required	Treatment Required	Treatment Needs Follow-up	Crisis	Diagnosis & Recommendations on any condition checked:
1. Nutrition							
2. Posture							
3. Skeleton extremities							
4. Neurological							
5. Skin							
6. Hair and Scalp							
7. Nose							
8. Throat							
9. Lymph Glands							
10. Thyroid							
11. Heart							
12. Lungs							
13. Chest							
14. Abdomen							
15. Genitalia							

Done by:_____ M.D.

C. IMMUNIZATIONS & DATE RECEIVED
DURING PARTICIPATION IN THE PROGRAM:

VACCINE:	1	2	3	BOOSTERS:	COMMENTS
DPT					
DT					
POLIO ORAL					
MONOV.					
TRIV.					
SMALLPOX					
MEASLES					

D. T.B. TESTING - TINE

Date Rec'd:_____ Date Read:_____ Administered by:_____

Results:_____ Follow up:_____

E. EAR EXAM.

	Date	Results	Date	Results
R. EAR				
L. EAR				
	First Screening		Second Screening	

F. VISION EXAM.

Administered by:_____ Date:_____

	First Screening			Second Screening		
	Date	WO GLASSES	W.GLASSES	DATE	WO GLASSES	W. GLASSES
R. EYE						
L. EYE						

G. DENTAL EXAM.

Dental Work Needed:_____ Dental Work Completed:_____

_____ _____

_____ _____

Date_____ Done by:_____

H. OBSERVATIONS & COMMENTS

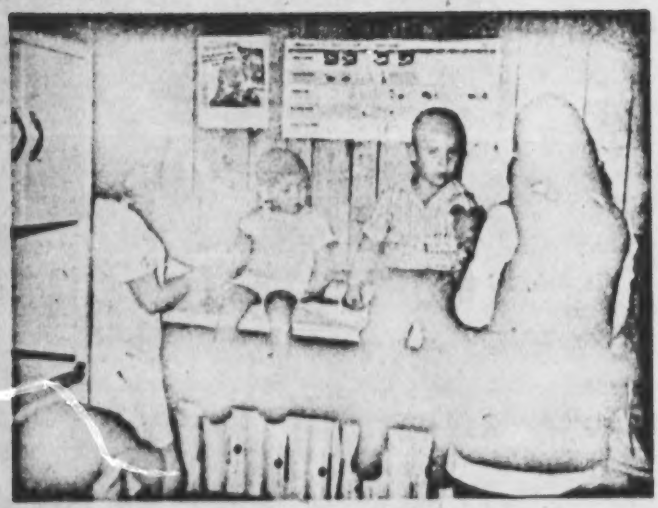
(Provide here any information regarding emergencies, any acute illness, or other significant information.)

Parents informed of above:_____ Signature:_____

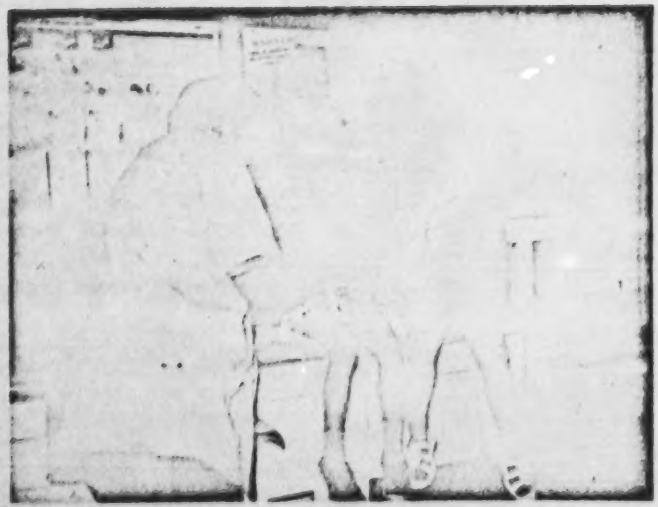
This child is qualified to participate in all head start activities with the following noted exceptions: None ( )

_____

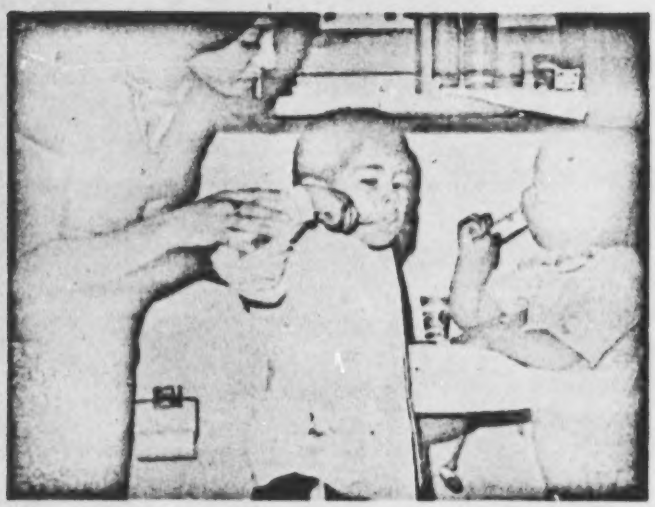
Signature of M.D.



LAREDO TMC HEAD START CHILDREN TAKING PHYSICAL EXAMINATION ADMINISTERED BY DR. E. D. SALINAS AND NURSES



Part of the daily schedule in every TMC Head Start Center is dental hygiene.



A group of medical doctors took a trip to various centers in the Valley to give phys. exams to children

First Aid Training Workshop

at Mission TMC Center

3) TMC Nurse, Estella Vasquez is in charge of the overall administration of the health component of the project.

IMPORTANT

Carry this Membership Card with you at all times. In case of an Emergency while you are traveling to your work destination, call Collect the following number:

Area Code 512 Phone Number 226-2459

This number will be available 24 hours per day to assist you.

MEMBERSHIP NO. _____

Member of
TEXAS MIGRANT COUNCIL, INC.
Home Office - 2220 Santa Ursula - Laredo, Texas 78040

Branch Office _____

Name _____

Address _____

City _____

TEXAS MIGRANT COUNCIL, INC.

On the line of legal assistance to the migrant families, Texas Migrant Council designed what is called the migrant hotline. A phone was installed in the office of Attorney Jesse Gamez, Co-Chairman of the Board. Membership cards were printed as the one above and were issued to each of the families that TMC serves in the project. If a migrant family should need legal assistance anywhere in the country, all they have to do is go the nearest phone and call collect to the number printed on the card and TMC will arrange for some help.

TEXAS MIGRANT COUNCIL, INC.
HEAD START PROJECT

RESEARCH COPY

DEMOGRAPHIC CHARACTERISTICS

TOWN OR CITY		BREAK DOWN OF CHILDREN BY AGES							COUNTY	TOTAL NUMBER OF	TOTAL POPULATION OF
	No. of families	6	5	4	3	2		total		MIGRANT FAMILIES BY CITY	EACH CITY OR TOWN
EDCOUCH	25		7	8	15	8		38		357	2,814
ELSA	22		8	13	10	5		36		601	3,847
LA VILLA	7			3	3	5		11		271	1,271
MONTE ALTO	2		1	1	1	1		4		126	150
WESLACO	63	3	22	23	29	2		80		786	15,313
MERCEDES	16		4	7	8	2		21	HIDALGO	410	9,355
DONNA	11	3	6	5	4			18		392	7,365
ALAMO	5		3	3				6			4,291
PHARR	22		10	11	9	5		35		1,034	15,579
SAN JUAN	16	1	8	9	8	2		28			5,070
MISSION	21	5	10	12	10	6		43		509	14,043
MADERO	3	1	1	2	1	1		6			
GRANJO	4	2	2	1	2	2		9		34	
RINCON	1		1		1			2			
LA CUCHILLA	4		2	3	2	1		8			
McALLEN	8	2	4	3	6	3		18		692	37,667

TEXAS MIGRANT COUNCIL, INC.
HEAD START PROJECT

RESEARCH COPY

DEMOGRAPHIC CHARACTERISTICS

TOWN OR CITY	No. of families	6	5	4	3	2		total	COUNTY	TOTAL NUMBER OF MIGRANT FAMILIES BY CITY	TOTAL POPULATION OF EACH CITY OR TOWN
SAN CARLOS	3			2	2			4	HIDALGO	76	300
BROWNSVILLE									CAMARON	*40,000 * By County	60,000
EAGLE PASS	97	10	43	45	35	8		151	MAVERICK	* 6,857	15,374
EL INDIO	3	0	1	2	1	0		4	MAVERICK		(included in Eagle Pass)
COTULLA	41	1	18	16	13	3		56	LASALLE	* 441 (1,743 part.)	3,415
CRYSTAL CITY	44	0	17	17	26	0		60	ZAVALA	* 5,000	8,104
CARRIZO SPRINGS	54	0	12	27	22	4		65	DIMMIT	* 1,728	5,374
ASHERTON									DIMMIT	* 3,789	2,000

TEXAS MIGRANT COUNCIL, INC.
HEAD START PROJECT

RESEARCH COPY

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GRANJO	4	2	2	1	2	2		9		34	
RINCON	1		1		1			2			
LA CUCHILLA	4		2	3	2	1		8			
McALLEN	8	2	4	3	6	3		18		692	37,667

TEXAS MIGRANT COUNCIL, INC.
HEAD START PROJECT

RESEARCH COPY

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CRYSTAL CITY	44	0	17	17	26	0	60	ZAVALA	* 5,000	8,104
CARRIZO SPRINGS	54	0	12	27	22	4	65	DIMMIT	* 1,728	5,374
ASHERTON								DIMMIT	* 3,789	2,000

A.D.A. CHARTS

TEXAS MIGRANT COUNCIL, INC.

HEAD START ATTENDANCE DATA REPORT

JANUARY 1972

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued
1-3-72	734	2802	60	81	22,851
1-10	745	3236	65	86	26,087
1-17	741	3230	65	87	29,317
1-24	755	3212	64	85	32,529
1-31	763	555	55	72	33,084
		13,035	62	82	

FEBRUARY 1972

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued
2-1-72	763	2324	61	80	35,408
2-7	772	3146	66	86	38,554
2-14	777	3318	68	87	41,872
2-21	780	2794	67	86	44,666
2-28	785	1347	67	86	46,013
		12,929	66	85	

MARCH 1972

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued
3-1-72	786	2,050	68	87	48,063
3-6	786	3,469	70	88	51,532
3-13	787	2.975	68	87	54,507
3-20	783	3,541	71	91	58,048
3-27	787	2,729	68	87	60,777
		14,764	69	84	

MAY 1972

Date	Act. Enrollment	Weekly Attendance	Avg Daily Attendance	%	Days Accrued
4-3-72	774	3,323	66	84	64,100
4-10	754	3,264	66	88	67,364
4-17	725	3,236	65	88	70,600
4-24	701	3,071	61	87	73,671
		12,894	64	87	

MAY 1972

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued
5-1-72	620	2,650	59	86	76,321
5-8	582	2,407	55	85	78,728
5-15	281	540	62	91	79,268
		5,597	59	87	79,268

JUNE

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued

JULY

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued

AUGUST

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued

SEPTEMBER

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued

OCTOBER 1971

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued
10-18	23	82	16	70	82
10-25	274	997	39	84	1,079
		1,097	28	77	1,079

NOVEMBER 1971

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued
11-1-71	334	1,504	37	92	2,583
11-8	477	1,986	41	89	4,569
11-15	516	2,259	45	90	6,828
11-22	532	1,443	47	88	8,271
11-29	606	992	51	85	9,263
		8,184	44	89	9,263

DECEMBER 1971

Date	Act. Enrollment	Weekly Attendance	Avg. Daily Attendance	%	Days Accrued
12-1-71	604	1,544	52	85	10,807
12-6	650	2,808	56	87	13,615
12-13	680	2,981	61	89	16,596
12-20	703	1,842	59	84	18,438
12-27	708	1,611	54	74	20,049
		10,786	56	84	20,049

APPENDIX

Grafton

CHAMBER OF COMMERCE

Member of the United States Chamber of Commerce

708 HILL AVE
GRAFTON, NORTH DAKOTA
58237

October 9, 1969

Mr. Oscar L. Villarreal
503½ East 5th Street
Grafton, North Dakota

Dear Mr. Villarreal;

As a newcomer to Grafton, we wish to extend to you a warm word of welcome.

We wish you to feel that you are a part of our community. To aid you in this, the Grafton Chamber of Commerce has formed a Newcomers Club whose one purpose is to help you make friends in our city.

The Newcomers Club holds monthly meetings on the second Monday of the month. Our next meeting is scheduled for 8:00 P.M. on Monday, the 13th of October at the Chamber of Commerce building. We would like to extend an invitation to join us to get acquainted.

For information as to the meeting, call Mrs. Ramon Walsh at 352-1939 or the Chamber of Commerce at 352-0781.

The Chamber of Commerce will be most happy to answer any questions you may have. Feel free to call us at any time.

Sincerely,

Loran J. Peterson
Executive Secretary

LJP:mg

SPANISH AMERICAN BAPTIST CHURCH
HWY. 11-15 AND ELKHORN ROAD
ELKHORN, WISCONSIN 53121

October 20, 1969

Mr. Luis Diaz de Leon
Project Director
Colorado Migrant Ministry
Mobile Head Start Research Project
903 Clark St.
Laredo, Texas 78040

Dear Mr. De Leon:

Allow me the liberty to greet you and at the same time to put myself at your services. I have been a Baptist Church Minister in the State of Wisconsin for the past three years.

This past summer I had the pleasure of meeting Mr. and Mrs. Raymundo Llaverino, who upon their arrival, contacted me in order that I could help them get to know this area better. This, I considered a privilege.

We hope that you will allow to return next year, if possible, for there is a tremendous need for people like them in this community. They were all well received by everyone.

I have taken the liberty to express some of my opinions about the mobile project you started this year. It looks like an adventure, but actually it is like a blessing for those people who come from distant places in order to support their families.

This kind of project should have been in existence before. I came to work in Wisconsin during the summer of 1966, and to my surprise, I found a nine year old girl taking care of her brothers and sisters beneath a tree while her parents were working in the fields. I found similar cases elsewhere.

I believe we should start earlier next year, migrating on the last days of May and working through the last days of October. The center should be bigger in order to include the majority of the families. There should be several centers in this state and a central office that should always be in contact with the Laredo office. This would a magnificent project in the forecoming years. This is a very urgent matter; in other words, a necessity. We cannot stop here; we have to continue fighting for LA RAZA.

I am at your disposal, and I will continue supporting this project in any way possible. My office is located on Route 3, Box 10, Delavan, Wisconsin, 53115. My telephone number is (414) 728-6774.

Continue advancing your efforts, and with the help of God, we will succeed. I hope I have not been too offensive in my observations. The fact is that I am very much interested in your project, and I wish I could do more to make it a complete success.

Sincerely yours,

Rev. Modesto Lopez

Translated from letter of Oct. 20, 1969.

ASSOCIATED CITY-COUNTY ECONOMIC
DEVELOPMENT CORPORATION OF HIDALGO COUNTY
314 South Closner P. O. Box 1198
512 383-5314
Edinburg, Texas 78539

CAP

October 26, 1971

Mr. Oscar Villarreal
Executive Director
Texas Migrant Council
2220 Saint Ursula Street
Laredo, Texas 78040

Dear Oscar,

Our Agency is in complete concurrence with your organization in trying to develop and implement more Day Care Centers, especially for migrants who are in the stream. Therefore, we are pledging our support to your organization in helping you all in implementing Day Care Centers in Hidalgo County.

We are currently operating 15 Day Care Centers and 4 Part-Day, Head Start Centers in Hidalgo County and the need is much greater than what we are able to serve.

The proposed centers that your Agency is to implement in Weslaco, Edcouch, San Juan, and Mission are badly needed and if our Agency can be of any assistance, please do not hesitate to call on us.

Sincerely yours,

Eliseo Sandoval
Executive Director

ES/pb

Laredo-Webb County Community Action Agency

POST OFFICE BOX 736 TELEPHONE (512) 722-0021 LAREDO, TEXAS 78040

February 2, 1972

GOVERNING OFFICIALS:
[illegible] ---- Webb County Judge
[illegible] ---- County Commissioner
[illegible] ---- County Commissioner
[illegible] ---- County Commissioner
[illegible] ---- County Commissioner

ADMINISTERING BOARD
Gustavo I. Acevedo ---- Chairman
Filiberto Banda ---- Vice Chairman
Blas M. Martinez ---- Secretary
Jesus M. Sanchez ---- Treasurer

Conrado Cruz, Jr. ---- Executive Director

Mr. Oscar Villarreal
Texas Migrant Council
2220 Sta. Ursula
Laredo, Texas

Dear Mr. Villarreal:

Pursuant to the attainment of one of our most important objectives, that being coordination, the Laredo-Webb County GAA pledges its support to your program to coordinate and mobilize its Head Start and Day Care facilities and services with your agency.

Even though we administer ten Day Care Centers within the county of Webb we feel that there is still a great need for additional Day Care services, especially for the migrant children.

If we can be of any assistance in the near or distant future, do not hesitate to communicate with us.

Sincerely yours,

Conrado Cruz, Jr.
CONRADO CRUZ, JR.
Executive Director

CC,JR:ir

Laredo-Webb County Health Department

300 ARKANSAS AVE. ★ P. O. BOX 591 ★ TEL. 722-2401

Laredo, Texas 78040

Lauro Montalvo, M.D.
Acting Director

Jose L. Gonzalez, P.E., M.P.H.
Public Health Engineer

February 8, 1972

Texas Migrant Council
Mr. Oscar Villarreal
2220 Sta. Ursula Avenue
Laredo, Texas 78040

Dear Mr. Villarreal:

In our conversation with Mr. Humberto Gonzalez I was happy to discuss with him the services that we had to offer. All of our services both the multiphasic screening and the regular services of the Health Department are available to migrants and their children.

I was especially pleased to discuss with him the possibility of routine physical for the students in your program. I sincerely hope that this action will materialize.

Yours very sincerely,

Roland A. Nanez
Migrant Project Coordinator

RAN/mc

by Direction

47 58

file

MIGRANT

Colorado Council on Migrant and Seasonal Agricultural Workers and Families

Area Code 303
892-6911

665 GRANT
DENVER, COLORADO 80203

April 17, 1972

Mr. Castillo
Route 1, Box 454
Weslaco, Texas 78596

Dear Mr. Castillo:

I enjoyed my visit to your center, sorry I missed seeing you. T.M.C. is doing an excellent job. Your rooms were excellent, your staff really had that extra feeling for children, and the rooms were full of quality day care.

Thanks.

Sincerely,

Leonard J. Mestas

Leonard J. Mestas
Headstart and Day Care Coordinator

LJM:lb

First Presbyterian Church

United Presbyterian Church in the U. S. A.

East Penn at Market
Hoopeston, Illinois 60942
Phone 217--283-6229

April 19, 1972

Mr. Onesimo Castillo
202 N. Illinois St.
Weslaco, Texas

Dear Onesimo:

Good news: The official board has voted to provide the basement facilities of First Christian Church for use by the Migrant Headstart Center this summer.

Thought you we're going to call???

Anyway, everything seems to be all set. I haven't had any offers or suggestions yet about available living quarters yet, though.

Helen Kaufmann called me recently to get your address. She said she wanted to give some influence to her quest to get the state health dept. to send a mobile dental unit back here this summer. Did she ever get in touch?

Let me know if there's anything further I can do. See you in May.

Sincerely,

Bernard Nord

Citizens Participation Council
P. O. Box 1632 Phone 773-2144
Eagle Pass, Texas, 78852

Junio 6, 1972

Sr. Oscar Villarreal
TMC- Executive Director
2220 Santa Ursula
Laredo, Texas 78040

Estimado Señor Villarreal:

El Concilio Participación de Ciudadanos, (CPC), está formado por cinco Representantes de cada uno de los cuatro Barrios en que está dividida la Ciudad, estos representantes son electos en elección general cada año, como comprenderá nuestro Concilio representa la Ciudad entera.

A nombre del CPC y por lo tanto, a nombre de los residentes de Eagle Pass, y pensando en el beneficio que el Kinder Texas Migrant Council, proporciona a nuestros niños, no solamente en lo que a recreación y convivencia social se refiere, sino también a la enseñanza educativa, nos permitimos pedirle que este año que viene, esté en nuestro pueblo dicha escuelita, ya que nos consta el beneficio que nuestros niños reciben, y por ningún motivo queremos privarnos de este beneficio tan grande.

Cabe aquí hacer incapié a la inapreciable labor que el señor Reymundo Lleverino ha desempeñado al frente de este plantel, haciendo un trabajo a conciencia y poniendo todo su empeño, y todo esto en beneficio de nuestros chiquitines, por lo cual le estamos infinitamente agradecidos.

Le agradeceríamos muchísimo que nos informara si es que existe la posibilidad de que este Kinder sea cambiado a otra Ciudad, en caso de ser así

Citizens Participation Council
P. O. Box 1632 Phone 773-2144
Eagle Pass, Texas, 78852

que nos oriente acerca de lo que podamos hacer para evitar que se prive a nuestros niños de este beneficio.

Sin otro asunto de momento, y quedando en espera de su contestación, nos es grato repetirnos a sus órdenes.

SAMMY IBARRA
CPC Chairman

RICARDO LOPEZ
CPC Coordinator

Mrs. Eva R. Gonzalez
CPC Secretary

eeg.

6/8/72:
CB:amr
xc: City Council

JOAQUIN C. FLORES
Justice of the peace
Precinct No. 2 Court
Maverick County, Tex.

Eagle Pass, Texas
June 9th. 1972

Mr. Oscar Villarreal
T.M.C. Executive Director

Muy Apreciable Sr. Villarreal.,

A su digna consideracion dirijo a ud. ésta mi carta para unirme así a otras tantas que sin duda a resibido alabando y respaldando el programa THE TEXAS MIGRANT COUNCIL que tuvimos en ésta ciudad bajo la incomparable dirección de el Sr. Raymundo Lleverino.

Al igúal que todos los demás suplico a ud. y a aquella otra persona de quien dependiere el que éste programa regresára a ésta localidad, pongan todo su empeño y esfuerzo a nuestras suplicas que a grito abierto dirigimos a su alto mando y poder ejecutivo para que nos favoresca ésta proxima temporada con tener ése tan veneficial y educativo programa en ésta ciudad de Eagle Pass.

Antisipandole a ud. a nombre de todos los emigrantes y mias mismos las más atentas gracias por lo que a vien tenga nuestra suplica, me retiro quedando de ud;

Su Att. y S. S. Joaquin C. Flores

Joaquin C. Flores
255 Comal St.
Eagle Pass, Tx. 78852

P. O. BOX
T T
TEL. PR3 5065

CITY OF EAGLE PASS

EAGLE PASS, TEXAS
78852

The Gateway to Mexico

June 6, 1972

Texas Migrant Council
2220 Santa Ursula
Laredo, Texas 78040

To Whom It May Concern:

The Texas Migrant Council's Day Care Unit in Eagle Pass has been a valuable asset to the community.

It brings to this municipality much needed services for both parent and child of migrant family units.

Migrant children in the past have always been deprived of a "complete" education. A majority attended schools only four months of the scholastic session. The Day Care Unit provides the migrant child with a year round opportunity to get involved in social and educational experiences.

It initiates exposures of young ones to many activities and experiences which later on in life will enable them to become productive and competative citizens in our society.

The Youth Services Bureau of Eagle Pass very strongly supports the return of the Texas Migrant Council's Day Care Unit to Eagle Pass in the fall of 1972 and obligates itself to assist the Unit's personnel in anyway possible so that its objectives may be met.

Sincerely Yours,

Armando Roman, Director
Youth Services Bureau

6/8/72:
CB:amr
xc: City Council

64

53

Oblate Fathers
SACRED HEART CHURCH
P. O. BOX 806
EAGLE PASS, TEXAS 78852

May 25, 1972

Texas Migrant Council
Laredo, Texas

To Whom It May Concern,

Please do all in your power to bring the "Day Care Program" back to Eagle Pass, Texas in the next school year. The need for it is greater here than in any other city I've worked. The results of the past year had a very good and healthy effect on the community. A lot of mothers work out of necessity, so the program could not be more beneficial elsewhere than in Eagle Pass.

I've asked for letters of support from all the parishioners of Sacred Heart Parish. Please don't abandon these people who really need this help.

Sincerely yours,

Rev. Richard Philion OMI

6/8/72:
CB:amr
xc: City Council

Western Auto Associate Store

112 WEST MAIN STREET

LEIPSIC, OHIO 45856

Mr Poneda

We were glad to be of some help last year and will cooperate in any way we can to help your workers

John H. Hall

Owner

REC 4-17-72

TEXAS MIGRANT [illegible]